**Animal Farm Oral**

*How has this novel enlarged or challenged your understanding of a particular issue or event?*

*(Evidence provided in the form of an oral transcript accompanied by Power Point)*

"All animals are equal but some are more equal than others" – This quote quintessentially summarises George Orwell's, satirical 'fairytale', *Animal Farm*. Although written in 1948, I feel this ideology is clearly reflected and abiding in today's modern society and hence I was encouraged to view the novel in a modern context. In reading *Animal Farm*, I have been challenged to explore greed and inequality in our world today and in doing so, concluded that supremacy and repression are as much a part of society today as in 1917.

Set in England at Manor Farm, the novel tells of the struggle against oppression and tyranny by a group of farm animals against Mr Jones, the farmer. The group overruns the farm driving out Jones, only to be repressed again by a Stalinist-like pig, Napoleon. Initially the idea that "The life of an animal is misery and slavery." instigates a violent rebellion known as the 'Battle of the Cowshed' in which Jones is driven from the farm. As the novel progressed I witnessed what the animals perceived to be a society of comradary and freedom, develop into a dictatorship no better than the days of Jones. The pigs emerged as 'leaders' who drew up a set of 'Commandments' which formed the basis of the fantasy ideology, Animalism. Whilst the animals' privileges are slyly revoked they remained oblivious to their situation and became exploited by their 'fellow' animal. The first commandment "whatever goes upon two legs is an enemy" remained until the pigs commenced walking on only their hind legs; in my opinion this indicated how they had been corrupted by power. The pigs became incapable of applying their authority for the good of many and instead used it to their own advantage. The novel came full circle, like any historical revolution and especially the Russian Revolution upon which Orwell based this novel.

Despite the novel's age, the themes in Animal Farm are eerily relevant and applicable today and thus I feel the farm is a metaphor for the world. Fear, power and loss of freedom are strong themes throughout the novel. Napoleon optimises tyranny when he becomes a member of the privileged class.
and proceeds to seize power from the other pigs. He maintains this control through fear when the animals begin to question his motives and the continually changing 'privileges'. The animals are manipulated into believing and fearing that a farm run by Jones would be far more oppressive than that of one controlled by Napoleon. "One false step and our enemies would be upon us. Surely, comrades, you do not want Jones back?" I question, is this idea not reflected in our society today? Globally are we not controlled through fear and manipulation more so today then ever before? The idea of using fear to control people is applied everywhere, in advertising in anti-smoking and road safety advertisements; in politics with the fear of terrorism and Weapons of Mass Destruction being used as justification for the War in Iraq, whilst we are manipulated by today's media hearing and seeing only what the network owners want us to see.

I believe tyranny in the modern context is exemplified by Robert Mugabe's dictatorship in Zimbabwe. Assuming leadership in 1980, Mugabe's ideals of independence and 'giving back to the people' or in the case of Animal Farm, the animals, quickly dissolved. The struggle for liberation from the Anglo-Saxon minorities in Africa gave promises of a more 'just' life based on equality. Yet I feel in the case of Zimbabwe and many other dictatorships today, the power in the hands of a few induced greed and reinstated the 'haves' and the 'have-nots'. Today Zimbabwe has one of the lowest life expectancies in the world and faces dire economic conditions. Translated in Animal Farm, the altering of the 'Commandments' suited the wants and desires of Napoleon and the pigs, despite being detrimental to the other animals. I feel this is clearly indicated after the pigs drink whiskey found in the old farmhouse. Napoleon proceeded to change the 'No animal should drink alcohol' commandment to 'No animal should drink alcohol to excess'. Furthermore I quote "A week later Napoleon gave orders that a small paddock... previously set aside as a grazing ground for animals who were past work, was to be ploughed up ...it soon became known that Napoleon intended to sow it with barley." an essential ingredient in the production of beer. In my opinion there is a direct correlation -the needs of the animals were disregarded by Napoleon, just as the needs of the Zimbabweans were and continue to be disregarded by Mugabe today.
Animal Farm has enlarged my view of the current injustices and corruption in our world through the telling of a fairy-tale. George Orwell uses simplistic style and personification to convey challenging concepts in a comprehensible manner. In reading this novel, I have been challenged to ask myself, if we as humans really learn from our mistakes? In the closing pages of Animal Farm, one of the human farmers of the surrounding district states "...the lower animals on Animal Farm did more work and received less food than any animals in the county." In their quest for equality and freedom, the animals merely became further repressed. The novel was based on events that occurred in 1917. Now in 2008 I ask myself if the Zimbabweans were better off under the colonist rule with a stable economy rather than the independence-seeking Mugabe who turned the nation into the opposite of what he originally promised -everything it strived so hard to avoid. In reading Animal Farm I have come to realise that regardless of the historical era, dictators will continue to rule and repress populations through fear, wallowing in luxury, whilst their fellow man is deprived of life's basic freedoms and necessities.
How has *Animal Farm* enlarged or challenged your understanding of a particular issue or event?

- Written by George Orwell in 1948 as a satirical 'fairytale'
- "All animals are equal but some are more equal than others."
- Ideology is evident in today's modern society.

**Premise**

- The struggle against oppression and tyranny by a group of farm animals.
- Oppressor: Mr Jones the Farmer, then Napoleon the Pig.
- "The life of an animal is misery and slavery." (p. 4) Instigates rebellion.
- Overrun Jones → Pigs as 'leaders' → Animalism

**The Seven Commandments**

1) Whatever goes upon two legs is an enemy.
2) Whatever goes upon four legs, or has wings, is a friend.
3) No animal shall wear clothes.
4) No animal shall sleep in a bed.
5) No animal shall drink alcohol.
6) No animal shall kill any other animal.
7) All animals are equal.

**Themes in a Modern Context**

- Fear, power and loss of freedom
- Napoleon maintains control through fear.
- "One false step and our enemies would be upon us. Surely, comrades, you do not want Jones back?"
- Today are we not controlled through fear and manipulation?
  - Anti-smoking

Road Safety Advertisements

http://www.dailys.com/article/275575

Weapons of Mass Destruction, Terrorism

Source: The Express Tribune, 2001, The US Contests a

Zimbabwe...Animal Farm?

- Napoleon + Robert
  Mugabe = TYRANNY

  Promises of ‘giving back to the people’
  and life of equality
  quickly dissolved.

Source: AllAfrica, 2001, Robert Mugabe, viewed
20th July 2003.

Robert Mugabe’s 83rd Birthday Party - Savouring cake and
choking champagne

Source: New York Times, 2007, Mugabe and the

A typical Zimbabwean couple.

• Altering the ‘Commandments’ suited the wants and desires of Napoleon.

• “A week later Napoleon gave orders that a small paddock... previously been set aside as a grazing ground for animals who were past work, was to be ploughed up... it soon became known that Napoleon intended to sow it with barley.”

Additional comments
This is an ‘A’ example.

• Detailed and appropriate use of evidence from texts to support the discussion. Textual references are incorporated fluently into the oral presentation and in the accompanying PowerPoint.

• Evidence is provided to show how the speech was developed with an appropriate style and structure to appeal to an audience of peers using powerful visual images and language that is clear.

• Makes appropriate use of oral and visual language to convey complex meaning about a complicated and thought provoking issue.

Do we really learn from our mistakes?
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<thead>
<tr>
<th>Knowledge and Understanding</th>
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<td>A Detailed and comprehensive knowledge and understanding of the ways in which a wide variety of texts are shaped by the conventions of a particular form of expression or communication. Knowledge and understanding of the ways in which creators and readers of familiar and unfamiliar texts use a range of language techniques and strategies to make meaning. Detailed knowledge and understanding of the ideas and themes in familiar and unfamiliar texts. Knowledge and understanding of a wide range of ways of defining and attracting a target audience for familiar and unfamiliar texts and examples of communication.</td>
<td>Perceptive analysis of a range of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar and unfamiliar contexts. Analysis of complex connections between personal ideas, experiences, values, and beliefs, and those explored in familiar and unfamiliar texts. Comprehensive and analytical understanding of the ideas, experiences, values, and beliefs explored in a range of familiar and unfamiliar texts.</td>
<td>Use of a wide range of language skills and techniques to create sophisticated and coherent texts that address the meaning and intention of the task. Detailed and appropriate use of evidence from texts to support responses, with textual references incorporated fluently. Versatile and creative production of texts for a variety of familiar and unfamiliar contexts, audiences, and purposes.</td>
<td>Fluent and precise writing and speaking, using appropriate style and structure for a range of mainly unfamiliar audiences and contexts. Appropriate use of language to convey mostly complex meaning in a range of unfamiliar contexts.</td>
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<td>B Knowledge and understanding of the ways in which a range of texts are shaped by the conventions of a particular form of expression or communication. Knowledge and understanding of the ways in which creators and readers of mainly familiar texts use some language techniques and strategies to make meaning. Knowledge and understanding of some ideas and themes in familiar, and some unfamiliar, texts. Knowledge and understanding of a range of ways of defining and attracting a target audience for mainly familiar texts and examples of communication.</td>
<td>Analysis of a range of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar, and some unfamiliar, contexts. Analysis of some complex and simple connections between personal ideas, experiences, values, and beliefs, and those explored in familiar, and some unfamiliar, texts. Analytical understanding of the ideas, experiences, values, and beliefs explored in a range of familiar, and some unfamiliar, texts.</td>
<td>Use of a range of language skills and techniques to create clear and coherent texts that address the meaning and intention of the task. Use of evidence from texts to support responses, with textual references incorporated. Skills in using some of the structural, conventional, and textual features of text types for a range of mainly familiar, and some unfamiliar, contexts, audiences, and purposes. Production of texts for a variety of familiar and unfamiliar contexts, audiences, and purposes.</td>
<td>Mostly fluent and precise writing and speaking, using appropriate style and structure for a range of mostly familiar audiences and contexts. Appropriate use of language to convey complex and simple meaning in a range of familiar and unfamiliar contexts.</td>
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<td>C Knowledge and understanding of some of the ways in which texts are shaped by the conventions of a particular form of expression or communication. Knowledge and understanding of a number of ways in which creators and readers of a narrow range of familiar texts use some language techniques and strategies to make meaning. Recounts of some of the ideas and themes in familiar texts. Knowledge and understanding of a restricted range of ways of defining and attracting a target audience for familiar texts and examples of communication.</td>
<td>Descriptive analysis of a number of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar texts. Analysis of simple connections between personal ideas, experiences, values, or beliefs, and those explored in familiar texts. Analytical understanding of some ideas, experiences, values, and beliefs explored in a range of mainly familiar texts.</td>
<td>Use of language skills and techniques to create texts that address the meaning and intention of the task. Competent use of evidence from texts to support responses, with some use of textual references. Skills in using some of the structural, conventional, and textual features of some text types for familiar contexts, audiences, and purposes. Production of texts for familiar contexts, audiences, and purposes.</td>
<td>Generally fluent and functional writing and speaking, using appropriate style and structure for familiar audiences and contexts. Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts.</td>
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<td>Knowledge and understanding of a limited number of ways in which texts are shaped by the conventions of a particular form of expression or communication. Knowledge and understanding of some of the ways in which creators and readers of a narrow range of familiar texts use language techniques and strategies to make simple or factual meaning. Identification of some of the ideas and themes in some familiar texts. Knowledge and understanding of a way of defining and attracting a target audience for a familiar text or example of communication.</td>
<td>Reference to some ways in which authors use a range of the conventions of different text types to influence opinions and decisions in familiar texts. Reference to simple connections between uncomplicated personal ideas, experiences, values, or beliefs, and those explored in familiar texts. Analytical understanding of the ideas, experiences, values, or beliefs explored in a familiar text.</td>
<td>Use of language skills and techniques to create texts that partly address the meaning and intention of the task. Some use of evidence from texts to support responses, with restricted use of textual references. Skills in using some of the structural, conventional, or textual features of a text type for a familiar context, audience, or purpose. Production of a limited number of texts for highly familiar contexts, audiences, and purposes.</td>
<td>Achievement of a level of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of familiar audiences and contexts. Occasionally appropriate use of language to convey simple meaning in familiar contexts.</td>
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| Knowledge and understanding of a way in which a text is shaped by the conventions of a particular form of expression or communication. Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or strategy to make factual meaning. Identification of an idea or a theme in a familiar text. Emerging development of knowledge and understanding of a way of defining and attracting a target audience for a highly familiar text or example of communication. | Reference to the way in which an author uses the conventions of different text types to influence opinions and decisions in a highly familiar text. Recognition of a simple connection between a straightforward personal idea, experience, value, or belief, and that explored in a highly familiar text. Development of understanding of the ideas, experiences, values, or beliefs explored in a highly familiar text. | Attempted use of a restricted range of language skills and/or techniques to create a text or texts that attempt to address the meaning or intention of the task. Restricted use of evidence from texts to support a simple response, with textual reference. Skills in using the structural, conventional, or textual features of a text type for a highly familiar context, audience, or purpose. Production of a text for a highly familiar context, audience, and purpose. | Emerging development of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of highly familiar audiences and contexts. Occasionally appropriate use of language to convey literal meaning in highly familiar contexts. |